

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Rebecca Dearden

Official School Name: Center Hill Elementary

School Mailing Address:
13662 Center Hill Road
Olive Branch, MS 38654-8632

County: DeSoto State School Code Number*: 1700

Telephone: (662) 890-7705 Fax: (662) 890-7679

Web site/URL: <http://www.desotocountyschools.org/che/> E-mail:
rebecca.dearden@desotocountyschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Milton Kuykendall

District Name: DeSoto County School District Tel: (662) 429-5271

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Ann Jolley

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 19 | Elementary schools |
| 8 | Middle schools |
| | Junior high schools |
| 8 | High schools |
| 2 | Other |
| 37 | TOTAL |

2. District Per Pupil Expenditure: 6893

Average State Per Pupil Expenditure: 8737

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 7 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|--------------|------------|--------------|-------------|
| PreK | 13 | 6 | 19 | 7 | | | 0 |
| K | 62 | 52 | 114 | 8 | | | 0 |
| 1 | 56 | 44 | 100 | 9 | | | 0 |
| 2 | 40 | 52 | 92 | 10 | | | 0 |
| 3 | 60 | 50 | 110 | 11 | | | 0 |
| 4 | 62 | 65 | 127 | 12 | | | 0 |
| 5 | 52 | 45 | 97 | Other | | | 0 |
| 6 | | | 0 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 659 |

6. Racial/ethnic composition of the school:

| | |
|--------------|---|
| 0 % | American Indian or Alaska Native |
| 1 % | Asian |
| 26 % | Black or African American |
| 7 % | Hispanic or Latino |
| 0 % | Native Hawaiian or Other Pacific Islander |
| 66 % | White |
| 0 % | Two or more races |
| 100 % | Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 15 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|-----|--|--------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 37 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 38 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 75 |
| (4) | Total number of students in the school as of October 1. | 486 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.154 |
| (6) | Amount in row (5) multiplied by 100. | 15.432 |

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 13

Number of languages represented: 2
Specify languages:

Spanish and Vietnamese

9. Students eligible for free/reduced-priced meals: 23 %

Total number students who qualify: 154

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 102

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>8</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>7</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>54</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>18</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>27</u> | <u>0</u> |
| Special resource teachers/specialists | <u>6</u> | <u>6</u> |
| Paraprofessionals | <u>21</u> | <u>0</u> |
| Support staff | <u>20</u> | <u>0</u> |
| Total number | <u>76</u> | <u>6</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98% | 98% | 98% | 97% | 96% |
| Daily teacher attendance | 95% | 96% | 94% | 95% | 95% |
| Teacher turnover rate | 4% | 10% | 5% | 8% | 3% |

Please provide all explanations below.

For school year 2005-2006, the daily teacher attendance rate at Center Hill Elementary was below 95% due to the following reasons: combined illnesses of several staff members and maternity leave.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

| | | |
|--|------------|----------|
| Graduating class size | 0 | |
| Enrolled in a 4-year college or university | 0 | % |
| Enrolled in a community college | 0 | % |
| Enrolled in vocational training | 0 | % |
| Found employment | 0 | % |
| Military service | 0 | % |
| Other (travel, staying home, etc.) | 0 | % |
| Unknown | 0 | % |
| Total | 100 | % |

PART III - SUMMARY

Center Hill Elementary is one of thirty-seven schools in DeSoto County, Mississippi. We are an elementary school with grades Kindergarten through fifth grade and house a special needs preschool program. Our enrollment is 650 of the 30,000 students in DeSoto County schools, making us the largest school district in Mississippi. The diversity of our community reflects the diversity of our students in income levels, ethnic backgrounds, and educational levels.

Our mission at Center Hill Elementary is brief but powerful: to make the difference in the lives of children. A typical morning at CHES begins with Mrs. Rebecca Dearden, principal, and Mrs. Tonya Porter, assistant principal, greeting each student and staff member as they make their way to the classrooms and to breakfast. After the pledge of allegiance begins the academic school day, a selected class does Kid Talk where they discuss what is happening in their class followed by Mrs. Dearden's positive message for the day. The message is ended every day with this quote "Make it a great day or not, the choice is yours".

Center Hill Elementary began in a cornfield in the northeastern most part of our county. The first thing you will notice as you approach the campus is a five-acre lake, a white fence bordering our school, and two landscaped entrances. As you walk toward the building, you will pass a memorial garden honoring staff members and students who have passed away.

Through the combined involvement of the Olive Branch Rotary Club and PTO, our playground, Rotary Park, was built in 2003. The park consists of a walking trail, baseball field, outdoor classroom, several pieces of play equipment, and Project Fit equipment which was granted through funds and assists us in providing healthy exercise for our students.

The rotunda of CHES is the hub of activities such as assemblies, combined pledge, faculty gatherings, etc. The center yellow square allows visibility to all of the six color-coded, grade specific wings. The large cafeteria and connected activity room are located in the back of the building.

The physical building has served as a pilot for other DeSoto County elementary schools built since our dedication in the fall of 2002. We are proud of our beautiful facility, but we are most proud of what you see when you walk the halls of our building. Inside each room, whether it is a special education classroom, activity classroom, general education classroom, or office you will find motivated, driven people who provide on a daily basis what is best for students. You will find happy children who want to be at school and who want to do their best because they know they are somewhere special and others believe they are special. We strive daily for a climate where we have high expectations for others and ourselves.

Traditions include the Make-A-Wish program, Family Fun Night, Spring Fest, Accelerated Reading program, Memphis Grizzlies Read to Achieve, and our monthly combined pledge established after the September 11 tragedy. Everyone meets in the rotunda to sing patriotic songs and to also sing the pledge of allegiance. This is a special time of unity and thankfulness at our school.

We are honored by our many accomplishments. We have been a Level 5 school since we opened in 2002 and have been awarded Wal-Mart teacher of the year six times. Our science teacher was awarded the National Science Teacher of the Year for Mississippi. Mrs. Dearden was honored with Principal of the Year for the 2007 school year. Our teachers actively pursue and are awarded grants to enhance classroom instruction annually.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

There are four levels by which the state of Mississippi defines state performance levels for students. The levels and definitions are as follows:

Advanced-students at this level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the content standards.

Proficient-students at this level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency as specified by the content standards.

Basic-students at this level demonstrate partial mastery of the knowledge and skills in the grade or course in the content area and may experience difficulty in the next grade or course in the content area . These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency specified by the content standards.

Minimal-students at this level inconsistently demonstrate the knowledge or skills that define basic level performance. These students require additional instruction and remediation in the knowledge and skills that are necessary for success in the grade or course in the content area .

There are five levels by which Mississippi schools are rated academically: 5-Superior, 4-Exemplary, 3-Successful, 2-Under-Performing, and 1-Low Performing. Center Hill Elementary School is currently a level 5-superior school in the state of Mississippi. Each school is also assigned a number on an Achievement Level Index. Since Mississippi started rating schools with levels, Center Hill Elementary has always been a level 5-Superior.

At this time, CHES is not rated and does not have a growth status. Mississippi schools were last rated for the 2006-2007 school year. Since then, Mississippi has revised the curriculum to add more rigor and depth and much more challenging assessment criteria. However, Mississippi did report the AYP status for all schools for the 2007-2008 academic year. CHES met adequate yearly progress in both Language Arts and Math for all nine subgroups.

Academic growth is also determined based on state's assessment results in three categories: not met, have met, or have exceeded growth. To better measure the more rigorous curriculum in the state of Mississippi, our state achievement tests changed from the MCT to the MCT2 and this is reflected in the test scores posted for 2007-08 as compared to the previous years. However, CHES shows increases in state ratings and we score among the highest in the state.

This assessment information is easily accessible at <http://www.mde.k12.us/ors>

2. Using Assessment Results:

At Center Hill Elementary assessment results drive the instruction that is administered in each classroom. Each teacher utilizes the assessment results of his or her students to determine the strengths and weaknesses of the class as a whole and of the students individually. Once these areas are determined, the teacher then designs interventions for struggling students, enrichment for high performing students, and overall lesson planning, pacing, and instruction for the class.

Activity schedules are carefully planned so that grade levels have the same activity time. Therefore, teachers can meet daily or weekly for corporate planning. This time is used to review upcoming objectives and strategies for implementation. They review the plans and pacing guides annually based on the overall state assessment results. Then, they are reviewed once again on a quarterly basis based on teacher-developed common assessments aligned with the Mississippi Frameworks Competencies and Objectives. Daily schedules are developed based on student performance. Center Hill Elementary School state assessment results indicated lower performance in Language Arts. Therefore, teachers allocate additional instructional time in this area.

Despite the fact that Center Hill Elementary School does not have an LEP subgroup, the school does have a growing English Language Learners population. Based on this data, the administration of Center Hill Elementary School holds events such as a breakfast to engage these members of the community and to honor their English language learners and their families.

3. Communicating Assessment Results:

Center Hill Elementary School believes it is important to communicate assessment results with its employees, its students, its parents, and its community. The administration believes that every member of the faculty and staff plays a vital role in success of the school. All assessment data is discussed in detail with the entire faculty and staff, including activity teachers, office staff, custodial staff, etc., at the beginning of each school year through PowerPoint presentations and discussions. Prior to Open House at the beginning of the school year, all information is posted on the bulletin board at the front entrance of the school showing how the school performed in comparison to other schools within the district as well as with those within the state.

Additionally, each student's family receives a copy of the school's performance results along with their child's results. Copies of the school's assessment results are placed at local public libraries for community members and they are also shared with local civic organizations. Furthermore, on the school's website (<http://www.desotocountyschools.org/che/>), a link is posted for access to Mississippi's Assessment and Accountability Reporting System or MAARS. Center Hill Elementary School is very proud of its teachers and students.

4. Sharing Success:

Center Hill Elementary School shares its success in several ways with those around them. First, schools throughout the state schedule visits to tour the school and observe learning in the classrooms. In addition, teachers for other schools in Desoto County frequently visit to observe teaching strategies that are being used across the grade levels. Center Hill Elementary School shares the programming it uses with other schools who have adopted them for their own use. An example of this is the program METRA, which is a language arts program that scaffolds literacy instruction.

It would be an honor to proudly wave the Blue Ribbon Flag in front of CHES. We would celebrate with faculty, students, parents, and the community by having a Blue Ribbon County Fair. The Blue Ribbon flag would be a symbol for modeling for future Blue Ribbon nominees and a symbol of commitment to the

children we serve, DeSoto County serves, and our nation serves.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Center Hill Elementary School's curriculum targets the benchmarks developed by the Mississippi Department of Education. Benchmark instruction is based on the expertise of the individual teachers. For example, our fifth grade science classroom fosters students' curiosity by using work stations that allow the students to explore and problem solve. Fourth grade language arts teachers use trade books to meet and exceed objectives. Second and First grade teachers provide supplemental phonics instructions in skills grouping sessions. Kindergarten introduces skills and reviews skills through a themed unit each week. Third grade teachers and students have a Friday dance when multiplication facts are mastered. Special education teachers build sundaes to work on writing in sequence. Gifted teachers create mystery adventures for students to solve. Teachers have access to a variety of materials and resources such as manipulatives, science equipment, interactive whiteboards, supplemental materials, and art supplies. These resources continue to be an important element of daily instruction. We want our teachers to use their creativity to create a classroom environment of fun and discovery. DeSoto County has collaborated with all teachers and allowed them to be actively involved in writing pacing guides in order to teach mastery objectives in a timely and efficient manner. The core curriculum at Center Hill Elementary School is math and language arts, which consists of phonics, spelling, reading, writing, and grammar. The teachers at Center Hill Elementary School use Norman Webb's Depth of Knowledge levels to guide the direction and instruction of the curriculum. These levels allow administrators, teachers, and parents to understand Mississippi's objectives in terms of the complexity of what students are expected to know and be able to do. The levels are defined as follows: Level 1 – Recall and Reproduce; Level 2 – Basic reasoning, Using skills and concepts; Level 3 – Complex or strategic thinking; and Level 4 – Extended thinking or reasoning. Teachers at CHES use the backwards design approach with objectives to design assessments and lessons using DOK levels. Often our teachers will mark the DOK levels on their tests and students are so proud and excited when they know they are accomplishing and producing work at higher levels. This also increases students' awareness and they take personal ownership in their learning. Curriculum does not stop in the classroom. Each class at Center Hill Elementary School participates in a rotating activity schedule. These activities include music, art, computers, P.E., and library. Activity teachers help to reinforce curriculum in a variety of ways. For example, in music class, math facts, state names, and problem solving steps are put to songs to help the students learn them. In art, mathematical concepts such as geometry are explored. Re-teach and enrichment programs are used in computer to reinforce the skills being taught currently in the classrooms. Content related books based on interest and individual reading levels are available in the library. The Accelerated Reading program and the Memphis Grizzlies Read to Achieve program help to enhance our reading curriculum. Finally, in P.E., different types of lines are demonstrated using ropes. Teachers, assistants, intervention coaches, activity teachers, special education teachers, and administration all play a role in ensuring the success of each and every student.

2a. (Elementary Schools) Reading:

The reading curriculum at CHES focuses on teaching students to read by the time they complete the first grade. Basal readers, trade books, AR books, leveled readers, and big books are used in grades kindergarten through second grade to teach the five crucial components of reading-phonemic awareness, phonics, fluency, vocabulary, and text comprehension. These components aid students in decoding, predicting, comprehending, and broadening their vocabulary skills. Teacher created comprehension stories are used in first grade in order for students to practice their phonics and vocabulary skills on cold reads. In first and second grade, METRA, a supplemental reading program, is used. This program starts with the basics of reading and scaffolds instruction in grammar, editing, and comprehension. A supplemental phonics program is also used in the classrooms to build those skills necessary for students to become successful readers. The reading curriculum

used by the upper grades at Center Hill Elementary School consists of trade books, not basal readers. Literacy workstations are used in subjects in order to connect reading skills to all areas of learning. At CHES, reading in third through fifth grades focuses on reading to know. Students have the basic components of reading and now they learn to understand what they are reading. The upper grades challenge students with analyzing, dissecting, and using non-fiction texts.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Technology is used in all areas of learning at Center Hill Elementary School. In alignment with the school's mission, it is used in ways that make learning fun, exciting, challenging, and satisfies the learning styles of all students whether they are visual, auditory, or kinesthetic learners. Each classroom, kindergarten through fifth grade, is equipped with a type of interactive technology whiteboard. These types of interactive technologies provide opportunities for all students to be actively engaged in their learning whether it is in language arts, math, science or social studies. The whiteboards are user friendly and can be written on, drawn on, circled, and underlined on. For example, students can place plant parts by moving the interactive pen to connect the right part to the word. They can circle the different parts of the plant and they can draw their own plant. The computer lab is open before school for extra practice on Study Island and Orchard Gold Star. These are both academic programs that scaffold skills and allow students to work on their level and continue to next level when mastery is shown. In addition, the upper grades utilize portable laptops to enhance learning and to provide students the opportunity to enhance their technological skills. Students can complete and keep track of all assigned projects. Technology is an essential part of the curriculum at Center Hill Elementary and is used on a daily basis to allow students to explore and discover. There is evidence through research that shows portable laptops support high quality instruction and allow teachers to monitor progress of all students in order to plan lessons to re-teach or enrich.

4. Instructional Methods:

Instruction at Center Hill Elementary is differentiated according to the needs of the individual students. Within each classroom, instruction is given in whole group, small group, as well as one on one. Peer tutoring is also a common practice in the classrooms. One practice that makes Center Hill Elementary School very unique is that centers/workstations are used from kindergarten through fifth grades. The teachers believe that this type of learning fosters hands-on discovery, problem solving, curiosity, and social skills. Accommodations are made to students through various programs including inclusion classrooms, a gifted program, a special education program, and a program for English Language Learners. Inclusion classrooms give special education students the needed academic modifications and accommodations as well as age appropriate social interactions. Accommodations for these students include classroom seating placement, limited answer choices, extra time for assignments or tests, having tests read aloud and/or rewording questions or directions to ensure understanding, and modifying the way the classroom material appears. If re-teaching of a skill is necessary, students may be given one-on-one time with a certified teacher. Searchlight is an intervention program being piloted at the school that is for both special education students as well as their nondisabled peers and is aimed at closing the gaps in achievement with basic skills in the general education environment. The Spotlight program (gifted population) connects with the general classroom by taking their objectives and skills to a higher more in-depth level. The constructivist approach is utilized. Teachers serve as facilitators and coaches as students focus on solving relevant problems connected to the real world. Multiple solutions are encouraged and self-assessment is a major component in our Spotlight program. End products

are displayed and students discuss and reflect on the process not just the final product. The English language learner population continues to grow each year and the staff at Center Hill Elementary School has worked diligently in providing researched based opportunities to provide high quality instruction to these students. The English language learner teacher, along with general education teachers, collaborate on the progress of each student and take a concrete approach to educating them. All instruction is given in English and primary language is used to clarify instruction. Students are encouraged to take risks and not feel threatened to interact during lessons and in the classrooms.

5. Professional Development:

Center Hill Elementary recognizes the importance of quality professional development. The needs of the faculty are identified based on both overall state assessment results in language arts, math, and science, as well as on the performance of various subgroups. For example, important basic skills in kindergarten are used to build a foundation and the special education program, like many others throughout the nation, continues to strive to meet the goal of 100% proficiency by the year 2014. Therefore, Center Hill Elementary School has sought opportunities for growth in these areas for both administration and teachers. The special education teachers and Mrs. Porter, the assistant principal, have attended workshops on specific strategies for working with students with Aspergers and Autism Spectrum Disorder. The material obtained was in turn shared with general education teachers who specifically deal with students in the autism spectrum. Several of the activities learned in the conference have become established routines in classrooms at Center Hill Elementary School. Mrs. Dearden, the school's principal, attended a conference at Harvard on learning differences. Throughout the year, teachers will attend seminars conducted by reading and math specialists, and will participate in opportunities provided by the Desoto County School District Office. Center Hill Elementary School believes that continuing professional development can only be successful when it is relevant and current.

6. School Leadership:

Mrs. Dearden, a thirty-five year educator, has served as principal for CHES since its opening in 2002. The teacher turnover rate has remained low during Mrs. Dearden's administration. Her educational background includes special education and specialized reading instruction. She has taught in public and private, both elementary and middle. She is a grandmother to two boys but she feels she plays that role for all of her staff and her students. Mrs. Tonya Porter, the assistant principal, is new to this role and at CHES. Her background is in early childhood education and her passion deals with special education students. She is the mother of a child in the Autism Spectrum and is dedicated to helping all special education students succeed and being a support system to parents both as an educator and as a parent. She is currently working on her doctorate degree in administration. Both Mrs. Dearden and Mrs. Porter eat lunch in the cafeteria daily. This becomes a time to fellowship with teachers and students. Great school leaders set the tone and direction for all areas of school life and school staff. The administrators' vision for CHES is creating an environment where each child has hope and a caring adult in their lives and each teacher can flourish. Teachers' time is valued and we believe that increasing instructional time also increases student achievement. We strive to support our teachers by taking away non-instructional duties from teachers and empowering them to be self-sufficient decision makers. For example, teachers take control of organizing and implementing Make-A-Wish programs, Fun Fridays, Accelerated Reader celebrations. By doing this we give teachers the authority to take control of learning and teaching and "take care of business" in successfully reaching all developmental levels of students. The administrators see their role as facilitators and support agents.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One-2000-01, Version Two-2007-08
 Publisher: CTB/McGraw-Hill, Pearson Educational

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 86 | 93 | 100 | 99 | 97 |
| % Advanced | 20 | 68 | 67 | 73 | 46 |
| Number of students tested | 94 | 68 | 81 | 111 | 94 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 1 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 67 | | | 95 | 91 |
| % Advanced | 20 | | | 42 | 30 |
| Number of students tested | 15 | 4 | 0 | 19 | 23 |
| 2. Racial/Ethnic Group (specify subgroup): Black | | | | | |
| % Proficient plus % Advanced | 76 | 79 | 100 | 95 | 93 |
| % Advanced | 14 | 29 | 52 | 32 | 32 |
| Number of students tested | 21 | 14 | 21 | 19 | 28 |
| 3. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): Students with Disabilities | | | | | |
| % Proficient plus % Advanced | | 82 | | 100 | |
| % Proficient plus % Advanced | | 46 | | 64 | |
| Number of students tested | 5 | 11 | 9 | 14 | 6 |

Notes:

Subject: Reading

Grade: 3 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One-2000-01, Version Two-2007-08

Publisher: CTB/McGraw-Hill Pearson Educational

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 78 | 93 | 100 | 99 | 96 |
| % Advanced | 36 | 59 | 53 | 61 | 46 |
| Number of students tested | 95 | 68 | 81 | 111 | 93 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 1 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 67 | | | 94 | 87 |
| % Advanced | 13 | | | 28 | 30 |
| Number of students tested | 15 | 5 | 0 | 18 | 23 |
| 2. Racial/Ethnic Group (specify subgroup): Black | | | | | |
| % Proficient plus % Advanced | 62 | 79 | 100 | 94 | 93 |
| % Advanced | 19 | 29 | 33 | 33 | 25 |
| Number of students tested | 21 | 14 | 21 | 18 | 28 |
| 3. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): Students with Disabilities | | | | | |
| % Proficient plus % Advanced | | 73 | | 100 | |
| % Proficient plus % Advanced | | 55 | | 50 | |
| Number of students tested | 5 | 11 | 9 | 14 | 6 |

Notes:

The change from MCT to MCT2 tests are reflected in the difference of scores between 2006-07 and 2007-08 school years. CHES has shown decline in the number of proficient and advanced but continues to show increases in state ratings.

Subject: Mathematics

Grade: 4 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One-2000-01, Version Two-2007-08 Publisher: CTB/McGraw Hill, Pearson Educational

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 83 | 93 | 92 | 99 | 91 |
| % Advanced | 29 | 65 | 69 | 68 | 65 |
| Number of students tested | 72 | 68 | 100 | 104 | 95 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 70 | 80 | | 100 | 67 |
| % Advanced | 10 | 30 | | 62 | 39 |
| Number of students tested | 10 | 10 | 5 | 26 | 18 |
| 2. Racial/Ethnic Group (specify subgroup): Black | | | | | |
| % Proficient plus % Advanced | 75 | 86 | 76 | 97 | 77 |
| % Advanced | 18 | 50 | 32 | 52 | 41 |
| Number of students tested | 16 | 22 | 25 | 29 | 22 |
| 3. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): Students with Disabilities | | | | | |
| % Proficient plus % Advanced | | | 69 | | |
| % Proficient plus % Advanced | | | 62 | | |
| Number of students tested | 6 | 5 | 13 | 7 | 5 |

Notes:

Subject: Reading

Grade: 4 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One-2000-01, Version Two-2007-08
 Publisher: CTB/McGraw-Hill, Pearson Educational

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 78 | 97 | 98 | 98 | 94 |
| % Advanced | 33 | 49 | 49 | 44 | 30 |
| Number of students tested | 72 | 68 | 100 | 102 | 95 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 40 | 100 | | 92 | 82 |
| % Advanced | 0 | 30 | | 12 | 12 |
| Number of students tested | 10 | 10 | 0 | 25 | 17 |
| 2. Racial/Ethnic Group (specify subgroup): Black | | | | | |
| % Proficient plus % Advanced | 56 | 100 | 92 | 93 | 86 |
| % Advanced | 13 | 32 | 20 | 7 | 5 |
| Number of students tested | 16 | 22 | 23 | 29 | 22 |
| 3. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): Students with Disabilities | | | | | |
| % Proficient plus % Advanced | | | 85 | | |
| % Proficient plus % Advanced | | | 15 | | |
| Number of students tested | 6 | 5 | 13 | 7 | 5 |

Notes:

Subject: Mathematics

Grade: 5 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One-2000-01, Version Two-2007-08 Publisher: CTB/McGraw Hill, Pearson Educational

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 97 | 96 | 94 | 89 | 90 |
| % Advanced | 52 | 57 | 58 | 50 | 65 |
| Number of students tested | 69 | 76 | 97 | 100 | 86 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 1 | 1 | 1 | 1 |
| Percent of students alternatively assessed | 1 | 1 | 1 | 1 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 100 | 87 | 67 | 76 | 80 |
| % Advanced | 35 | 33 | 17 | 38 | 40 |
| Number of students tested | 17 | 15 | 12 | 21 | 25 |
| 2. Racial/Ethnic Group (specify subgroup): Black | | | | | |
| % Proficient plus % Advanced | 100 | 93 | 89 | 78 | 72 |
| % Advanced | 42 | 27 | 43 | 35 | 40 |
| Number of students tested | 24 | 15 | 35 | 23 | 25 |
| 3. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): Students with Disabilities | | | | | |
| % Proficient plus % Advanced | | | 73 | | |
| % Proficient plus % Advanced | | | 36 | | |
| Number of students tested | 5 | 5 | 11 | 4 | 5 |

Notes:

Subject: Reading

Grade: 5 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One-2000-01, Version Two-2007-08 Publisher: CTB/McGraw Hill, Pearson Educational

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 83 | 97 | 95 | 95 | 95 |
| % Advanced | 28 | 62 | 36 | 44 | 46 |
| Number of students tested | 69 | 76 | 97 | 99 | 82 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 1 | 1 | 1 | 1 |
| Percent of students alternatively assessed | 1 | 1 | 1 | 1 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 83 | 93 | 75 | 91 | 95 |
| % Advanced | 17 | 27 | | 24 | 29 |
| Number of students tested | 17 | 15 | 12 | 21 | 21 |
| 2. Racial/Ethnic Group (specify subgroup): Black | | | | | |
| % Proficient plus % Advanced | 75 | 93 | 91 | 88 | 91 |
| % Advanced | 4 | 47 | 14 | 21 | 26 |
| Number of students tested | 24 | 15 | 35 | 24 | 23 |
| 3. (specify subgroup): | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. (specify subgroup): Students with Disabilities | | | | | |
| % Proficient plus % Advanced | | | 55 | | |
| % Proficient plus % Advanced | | | 27 | | |
| Number of students tested | 5 | 5 | 11 | 4 | 5 |

Notes:

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